

The Modern Language Journal

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The Modern Language Journal

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SECTION MEETINGS: PROGRAMS AND MANAGEMENT

By LILIAN L. STROEBE

IN New York State we are fortunate enough to have two different kinds of meetings for the members of the State Association of Modern Language Teachers, the large annual meetings and the small section meetings. Though theoretically there seems to be no difference in the function of these two meetings, practically they serve slightly different purposes. At the annual meeting all the financial questions have to be settled, reports and committees heard, the general lines of progress and development decided upon. A certain number of formal papers have to be read, sometimes more than there is time to discuss or consider. The meeting is too large and the time too short to discuss details, so after the general lines of progress have been laid down, the working out and the discussion of detail is one of the most important tasks of the small section meetings. Several hundred teachers attend the annual meeting, but that number is by no means a majority of the teachers of modern languages of the state. The expense of travel and the inconvenient time prevent many teachers from attending the meeting and for them the section meetings are one of the most important means of progress and gaining stimulus in their profession. But, of course, as we all know, there are meetings and meetings, and perhaps we remember a few which we should not call "means of progress and gaining stimulus." Therefore it is well to consider what kind of a meeting is valuable and worth while and what kind of meetings members usually find dull and uninteresting.

A meeting for teachers of modern languages naturally falls into two distinct sections; one part of the program will have to contain topics of general interest for all teachers of modern languages and there will be another part, where the teachers of French, German and Spanish separate and discuss the problems that concern the teaching of one language only, and this is usually done in the so-called Round Table Conferences. Generally it seems best to have the general meeting in the morning and the separate sessions in the afternoon. Such an arrangement also gives an opportunity for a luncheon, where members meet in an informal way; and this luncheon hour is just as important a part of the meeting as the regular session. The luncheon, of course, should be as simple and inexpensive as possible, but it ought to be carefully planned beforehand to give the members as much chance as possible for personal intercourse. If there are small tables the chairman should arrange before hand to have a person who is a good "mixer" at the head of each table, and it is his or her duty to see that the members are introduced to each other and that the new people meet as many of the old members as possible.

There is a great variety of subjects which may find a place on the general part of the program and success does not depend so much on the choice of the subject as on the way it is handled. If the meeting is to be of any value there must be plenty of time for discussion. If the meeting consists of nothing but two or three long papers without any discussion, it really has no right of existence and the members usually go home, bored and tired and, what is worse, they will not come the next time. No person ought to have the right to speak longer than thirty minutes. That rule would be a good one also for the annual meetings. As the college president told the visiting clergyman, "We find that no souls are saved after the first twenty minutes"; so we feel that if the speaker cannot say in thirty minutes what he has to say, he ought not to be asked to speak at all. If the subject is a large and important one, it ought to be subdivided into different small parts: three to six papers not longer than eight or ten minutes, read by six different people, are much more stimulating than two or three long papers. For instance, if you discuss the question: "How can the present political situation

be used for stimulating and vitalising the modern language work?" there might be two papers, each not more than ten minutes long, on French, two on German and two on Spanish. One paper on each language ought to give definite suggestions and devices for the classroom work, whereas the second paper for each language might deal with work outside the classroom: outside reading or work for the very brightest students, or what could or has been done in the language clubs. When the chairman invites members to read papers, it is sometimes well to specify that definite suggestions and opinions or the results of one's own experience are wanted, and not mere generalities. Many subjects, particularly those regarding proposed legislation, can be treated like a debate "Should definite texts be prescribed for intensive reading? Reasons for and against this from the point of view of the teacher, the student and the board that gives the examination." In connection with this, another short paper could be read on the question "What kinds of books would be suitable for such intensive reading?" or "What form could or should the intensive work take?" and "What form should the examination take?" In New York State where there is a board which introduces legislation, the discussion of proposed legislation is one of the most important tasks of a meeting; a new syllabus, the desirability of a canon of reading texts, the marking of papers, are subjects which cannot fail to arouse general interest.

But there is a great variety of topics where a general discussion might be helpful for teachers of all modern languages; for example: "The place of reading in the modern language course." This subject could be divided in the following way: A) Reproduction of the text as a means of learning the language; B) The treatment of the subject matter; C) Rapid reading or careful study of a few texts; D) The value and place of translation. Other possible topics are: "Prose composition, its place and methods of teaching it in the first, second and third year of High School work";—"What characteristics should a good text for the first, second and third year possess? Each teacher is to contribute the result of her own experience";—"The value of outside reading: a) What kinds of books are to be recommended? How much supervision is desirable or necessary?"—"The use of the foreign language in the classroom";—"Some common faults in modern language

instruction";—"The most important pedagogical principles and how to make use of them in modern language work";—"How can the self-activity of the student be stimulated in the first, second and third year of the High School work?"—"How can the work be made interesting for the best pupils in the class?"—"Drill and habit formation, its importance in modern language work, examples of how to achieve the best results";—"What devices can best procure efficiency and saving of time in a modern language recitation?"—"Devices for review in the first, second and third year work";—"By what means can the time of the teacher and the pupil best be saved?"—"What are the best means to stimulate and keep up the pupils' interest in their work?"—"Different types of learners in language work and how to treat them individually."

If there is any time left toward the end of the morning, it is well to have reports about new books or other language meetings. Particularly important just now are the reports from the teachers about work done in the American Summer Schools. The great demand for teachers of Spanish and French has increased the importance of summer school work and as there is little possibility of going to Europe, for purposes of study and travel just now, it is the duty of the American colleges and universities to offer in this country a substitute for what teachers and students formerly sought in Europe: a well-planned course of study, life in a distinctly foreign atmosphere, and daily intercourse with educated foreigners. Of course all universities which offer courses in modern languages are only too glad to send their circulars, but a circular is more a promise of the future than an actual report of how the work has been conducted in the past. Teachers reporting on past summer school work might consider the following points: How was the classroom work conducted? How many students were in a section? Were there any definite rules and regulations to enforce good work on the part of the students? Was there a French, a German, a Spanish House? Was the foreign language really the language used all day long? Was there any informal intercourse with the foreign language instructors? Was the house well supplied with foreign books? In what way was the work especially helpful for teachers? What features are especially to be recommended? What criticisms have you to make? Would you go again to the same school?

Reports about new books should not be omitted, books for classroom use as well as for the private study of the teacher. If such reports are made, it is well to bring several copies of the book to the meeting, so that those present can look them over. The publishing houses, as a rule, are very willing to furnish books for such a purpose.

In the May number of the *Journal* for 1918 a very interesting article can be found about choosing a grammar for beginners, an article which might prove helpful for anybody who wishes to report about new beginners' books in French, German or Spanish. Sometimes a report about an older book which is valuable for teachers and perhaps not very well known would be worth while; for instance, Jespersen's "How to Teach Modern Languages" could well be reported on. The most important ideas of the author could be well emphasised in twenty or thirty minutes. Very interesting for a modern language meeting would be a short outline of the report of the committee on the position of modern languages in the educational system of Great Britain. (Published, 1918, in London under the title "Modern Studies." See the review in the December *Journal*.)

The general discussion following the reading of the papers is perhaps the most vital part of the meeting. As I said before, plenty of time should be allowed for it and it is the first duty of the chairman to see that there is a good lively discussion. Though the chairman ought really not to take part in the discussion, it is necessary for him or her to be well prepared on the subject. Sometimes the discussion begins to lag and a few words from the chairman will be needed to introduce a new point of view which has not yet been considered and which will give new life to the discussion. The chairman should have a list of the teachers present and if the discussion lags, should call by name on one or the other, asking for his or her expression or idea on the subject. Often only shyness keeps people from speaking, and an alert chairman who calls upon those who look interested to speak, will often bring out something which will add greatly to the interest of the discussion. The choice of speakers is another detail which needs some planning and consideration on the part of the presiding officer. Not only the older and experienced members should be asked to read papers, but the young and less experienced teachers

should also have a chance. Even if their papers are not very good, they will serve a purpose, for they will offer an excellent opportunity for discussion. When you ask a young teacher to take part in a discussion you very often hear the reply, "I am not accustomed to speak in public and I cannot do it well." This is just the reason why young teachers should be encouraged to read papers at the small section meetings, as the section meetings ought to serve as a kind of training school for speakers among modern language teachers. At all meetings, something definite and positive should be offered to the members, therefore I should not choose a speaker who is likely to give only negative criticism. A talk of that kind may occasionally be stimulating at one of the annual meetings, but there is no place for that kind of thing at the section meetings.

In those parts of the country where a college is located, these meetings offer a good opportunity for intercourse between High School and college instructors. If a chairman of any of the sections feels that the discussions at his meetings are not as lively as he might wish them to be, I should suggest as a topic "College entrance requirements"; the discussion of this subject between school and college will not lack in spirit and energy.

A lecture in a foreign language, in French, in German, in Spanish is a very important part of the meeting. It is not very difficult to find a foreigner who can give a half hour's talk on some subject of general interest, and if he or she cannot be found in the section, an outside speaker ought to be introduced, even if the members have to pay the expense of travel. Teachers in the country or a small town have almost no opportunity to hear foreign language well spoken. The French Canadian who mends your shoes, the German woman who does your laundry, and the Spanish bootblack are probably the only kind of foreigners the teacher comes in contact with, and they surely would not be considered models of good pronunciation in their own respective countries. Just now the teachers of Spanish need most help and encouragement and every effort should be made to find a Spanish speaker for the section meeting. A very timely subject for a Spanish talk just now would be "The reference library of a High School teacher of Spanish; how to procure it and how to use it." Such a topic could only be dealt with by a foreigner who has lived

several years in this country and knows our High Schools and our teachers very well. But after all, the subject matter of a talk in a foreign language is not so very important so long as the lecture is delivered well. Sometimes the different foreign talks can be given simultaneously, but quite a number of teachers are interested in more than one foreign language, and even if they do not teach a second language they like to hear the foreign lecture, so perhaps it is better to separate for only the last part of the meeting, the Round Table Conferences. The function of the Round Table Conferences is to bring the teachers together and give them an opportunity to exchange ideas and give each other the benefit of their own experiences. The first necessity for a Round Table Conference is a skilful leader. By skilful, I mean a person who can stimulate others to talk and at the same time can keep them from straying too far away from the subject under discussion. The safest way to kill an interchange of ideas is to have a leader who wants to talk all the time and who wishes to impress his ideas of the subject on a long suffering audience. I have heard more than one Round Table Conference which consisted chiefly of a monologue by the leader who, by the way, was absolutely unconscious of the fact that he abused his position in an unfair way. The subjects best suited to the Round Table seem to be limited, well-defined questions of small compass that call forth definite suggestions and opinions based on experience. To mention a few: "What texts have you found most successful for the first year reading and why?" The same question about the second and third year reading texts will be found equally satisfactory for French, German and Spanish.—"Habitual mistakes in French, German and Spanish and how to overcome them";—"Devices for verb drill in the second and third years";—"Devices for blackboard work";—"Devices for teaching pronunciation." This is especially important in French and it is well worth while to hear in what ways teachers are trying to overcome their difficulties.—"How do you manage your French, your German, your Spanish Club? Report about the entertainments and games you found most successful. Plays which can be acted by High School pupils. Which ones have been acted in your school and with what success?" Discussion of the three last examination papers of the college entrance board in the three languages.

"What are, according to your opinion, the good points of the papers and what criticism have you to make?" Of course the theoretical and practical reasons for each person's opinions will be given and this is certain to bring up in the discussion the most important principles of language teaching. The subject of "Realien" may be brought up, since it is equally important in connection with the study of all modern languages, and teachers may be interested to tell of devices they use for enlivening the classroom work with outside material. The possibilities of private study should not be omitted. What books and other means of self-improvement have you found most useful in your work? In connection with such a topic, plans might be made by a few members to do one or two hours of work together each week. We so often hear teachers in small places complain that they have no means of self-improvement, and that only teachers in large cities can take courses and hear lectures. Teachers in small places, it is true, have to make more of an effort for it, but all they need is some outside stimulus. They can very well meet one Saturday every two weeks, and very likely somebody can be found who would be able and willing to conduct such work for teachers. I personally remember with pleasure the hours I used to spend with several Newburgh teachers when we not only discussed the German dramas we were reading, but also the problems connected with our work.

Another subject which could be very well taken up not too infrequently is practical work in pronunciation, and there again we ought to call on foreigners, provided their pronunciation is free from dialect and is up to the very best standard of pronunciation in their own country. In a section of the country where the teaching of German is mostly done by German-Americans it is well to give them a list of their habitual mistakes and have a few exercises in standard pronunciation. More important just now, however, seems to be half an hour's practical work in Spanish pronunciation. Owing to abnormal conditions there are many teachers of Spanish who have not had all the necessary training and it is impossible for them to improve their pronunciation without help of this kind. Have a Spaniard who speaks clearly and distinctly read an extract from the beginners' texts or phrases the teachers are familiar with, have it read slowly several times

and have the teachers read it and ask questions about difficult points of pronunciation. This looks and sounds very much like regular classroom drill, but there is no reason against it and, as a rule, members of the association are only too glad to have an opportunity for such work.

An occasional model lesson enlivens the program of a meeting. Eight or ten students are a sufficient number to make a good recitation possible and volunteers can usually be found. It is very interesting to bring students who have never studied the foreign language and show how much can be done in the very first recitation, or there might be a reading lesson in the second or third year, a lesson in verb drill or verb series, a lesson in the development of a new subject in grammar. The treatment of an anecdote is especially satisfactory for a model lesson, as an anecdote is complete in itself and lends itself very easily to a conversation, a grammar or a review lesson. It goes without saying that the subject matter for a model lesson must be new to the pupils unless it is especially stated that the lesson is meant to be a review. Such model lessons are valuable not only in showing the treatment of the subject matter, but also the use of the foreign language in the classroom. They should, however be conducted by American-born teachers of foreign languages. The young High School teacher who has not lived abroad is easily discouraged in the use of the foreign idiom in the classroom and is inclined to think that only native teachers can be successful with the direct method, whereas most experienced teachers agree that a really well trained American who knows American schools and American children has a great advantage over the foreigner in our public schools. It will probably need some effort on the part of the chairman to find a teacher who is willing to give a model lesson, but the task of the chairman is never a very easy one, and nobody should be elected for this office who is not thoroughly interested in our profession. The chairman must, to a certain degree, know the rules of order, must have the skill to make those talk who are shy and not accustomed to speak in public, and must have the courage to prevent people who like to talk from boring the others. It is by no means easy to bring together four or five speakers for one meeting and that task ought to be equally distributed between the chairman and the directors. The planning of the program demands a goodly

amount of consideration and should not be left to the last moment, as it is important to have the announcement sent out at least three weeks before the date of the meeting. In the state of New York the programs are printed and sent out from Albany, but I am not sure whether it would not be better to have each section attend to its own circulars, and the chairman, the secretary, and the directors should make a combined personal effort to bring people together. The many measures of war-time conservation and economy that have been advocated within the last year certainly account for the smaller number of teachers attending the meetings of the Language Associations. If the attendance at such a meeting means a long and expensive journey, several days absence from work, etc., as is usually the case with the meetings of the big associations, war-time conservation and economy undoubtedly had to be taken into consideration. But the war is over now, and attending small meetings is an entirely different thing. The travelling expenses, if there are any, are very likely within a dollar, the actual time spent in travelling is very likely not more than half an hour and the time at the meeting and the luncheon is certainly worth while for the teacher, provided, of course, that the program is well arranged. Instead of staying away from such meetings on account of war or peace-time economy, attending at such meetings should be considered a very important item under the heading of efficiency in time of war as well as in time of peace.

Vassar College.

TESTS AND MEASUREMENTS IN MODERN LANGUAGE WORK

By C. H. HANDSCHIN

WE HAVE reached a point in our modern language teaching where we feel the need of standard objective scales by which to measure the product of our teaching. In some lines, especially in elementary school teaching, the work in measurements has been carried to the point of considerable perfection, and we recognize that it means a decided advance in our educational work. In modern languages we are just making a start in this direction.

Now before we can measure, we must have something to measure. To get something to measure is therefore the most important thing, and good, painstaking teaching is still the all important factor. But we know also that measuring results exactly gives us a check on our work, shows us its weak and strong points and stimulates both student and teacher. Scientifically inclined teachers desire exact measurements. In language, the phenomena treated are more intangible than in many other subjects. The results seem discouragingly intangible often. We desire and we need to know what we have accomplished. We can learn this best by thoroughly objective scientific standards of measurements.

I cannot go into a discussion of the laboratory and classroom experiments which have been conducted, chiefly in Europe, with a view to getting light on the language-learning process. Suffice it here to give a slight resumé of the principles which we may consider as having been sufficiently established.

Resumé

The following aims and principles may be considered as sufficiently established to warrant their use in pedagogical practice:

1. The fourfold process of learning language, i.e., hearing, speaking, seeing (reading) and writing—the first of which must be aural, the second oral.

2. Skill in motor control (speaking and writing) and in visual perception, and discipline in good habits of study. (Wundt,¹ Eggert,² *et al.*)

3. There must be conscious memorial activity; matter which is to be retained must be repeated, i.e., presented repeatedly to consciousness; rhythmical form, or recurrence, favors retention; attention is an important factor in memorial activity, and attention depends on interest; the feelings (of pleasure or pain) also play a great part in memorial activity and the feelings manifest themselves in the form of interest. (Meumann³ *et al.*)

4. The memory for objects and movements is greater than for verbal impressions. (Peterson,⁴ Kirkpatrick,⁵ Calkins,⁶ Pohlmann.⁷)

5. The ability to recall the vernacular word on presentation of the foreign word (translation from the foreign language) is much greater (two or three times as great) as the ability to recall the foreign word. (Schuyten.⁸) Both foreign word-native word and native word-foreign word learning are superior to teaching foreign words by means of pictures in point of easiest and surest

¹ Psychologische Physiologie. Vol. 1, 170 ff., 238 ff.

² Eggert, Der Psychologische Zusammenhang in der Didaktik des neu-sprachlichen Unterrichts. p. 43 ff.

³ Meumann: The Psychology of Learning, Appleton, 1913, p. 15 ff. and *passim*.

⁴ Peterson: Recall of words, objects and movements, Psychological Review. Monograph Supplement 4, 207-33 (1903).

⁵ E. A. Kirkpatrick: An experimental Study of Memory. Psychological Review 1, 602-609 (1894).

⁶ M. W. Calkins: A Study of Immediate and Delayed Recall of the Concrete and of the Verbal. Psychological Review 5, 451-462 (1898).

⁷ A. Pohlmann: Experimentelle Beiträge zur Lehre von Gedächtnis. 1906, p. 71 ff. See also *ibid.*, 145 ff.

⁸ M. C. Schuyten: Experimentelles zum Studium der gebräuchlichsten Methoden des fremdsprachlichen Unterrichts. Zeitschrift für experimentelle Pädagogik, 3, 199-211 (1906).

retention, of fatigue, most ready reproduction, and of dependence upon form of learning. (Netschajeff.⁹)

6. The object-foreign word method of learning is superior to the foreign word-native word method, and this is superior to the native word-foreign word method in point of immediate as well as permanent retention. (Braunshausen.¹⁰)

7. Learning words in sentences is easier for immediate or deferred recall than learning isolated words. (Libby,¹¹ Grinstead,¹² Binet and Henri.¹³) It depends upon the nature of the test (uses to which the knowledge is put) as to which mode of presentation is best employed (Schlüter.¹⁴)

8. "The study of foreign languages materially increased the student's knowledge of English grammar, but only slightly increases his ability to use English correctly." (Starch.¹⁵)

9. "Training in foreign language seems to have produced a distinct effect in greater fluency of words in writing and in more rapid perception of words in reading." (Starch.¹⁶)¹⁷

⁹ Psychologische Betrachtungen zur Frage über den fremdlandischen Sprachunterricht. Pädagogisch psychologische Studien, 9, Nos. 1 and 2 (1908).

¹⁰ Les méthodes d'enseignement des langues étrangères. Revue Psychologique (1910), Vol. 3.

¹¹ W. Libby: An Experiment in Learning a Foreign Language, Pedagogical Seminar, 17, 81-96 (1910).

¹² W. J. Grinstead: An Experiment in Learning Foreign Words. Journal of Educational Psychology, 6, 242-245 (1915).

¹³ A. Binet et V. Henri: La Mémoire des Mots. Année Psychologique, 1, 1-23 (1894).

¹⁴ L. Schlüter: Experimentelle Beiträge Zur Prüfung der Anschauungs- und der Übersetzungsmethode bei der Einführung in einen fremdsprachlichen Wortschatz. Zeitschrift für Psychologie, 68, Nos. 1 and 2 (1911).

¹⁵ D. Starch: Some Experimental Data on the Value of Studying Foreign Languages. School Review, 23, 697-704 (1915).

¹⁶ *Idem.*, The Value of Studying Foreign Languages, *ibid.*, 25, 243-249 (1917).

¹⁷ High probability is established by Miss Clarahan for the following principle: The reading method is superior to the grammar-translation method for assimilating reading texts as well as for assimilating grammatical knowledge. Cf., M. Clarahan. An Experimental Study of Methods of Teaching High School German. Bulletin of the University of Missouri. Educational Series, Vol. I, No. 6, 1913.

As to attempts to construct scales for measuring the results of foreign language teaching, there are only two to be recorded; one for Latin by Professor P. Hanus,¹⁸ which tests vocabulary, translation and grammar: words and sentences taken from Caesar and Cicero and grammar based on these sentences. Very interesting. Hard to score. Not standardized.

The second attempt is that of Professor Starch, who has set up two tentative tests applicable to Latin, French, or German published in his "Educational Measurements," MacMillan, 1917. The one is a vocabulary test. Two lists of 100 words each, got for French by choosing the first word on every sixth or seventh page of Spiers' and Surenné's large French-English Dictionary; for German by taking the first word on every twenty-third page of the large Müret-Sanders German-English Dictionary. These lists are accompanied by the list of the English equivalents of the foreign words. The student's task is to match the two.

That this test can be of little value to modern language teachers or students should it ever be standardized is quite plain, since it tests a promiscuous vocabulary, which we do not seek to teach and since the student wastes valuable time in doing the work. The test is the same *mutatis mutandis* for French, German and Latin.

The second test is a reading test, so named, but is in reality a translation test, and consists of thirty sentences graded in difficulty, according to the *judgement* of the inventor of the test. In other words, it has not been standardized.

These strictures on the work of a fellow-worker sound harsh but they are made for the following further reasons:

As to Test 1: A knowledge of lists of isolated words is a poor criterion by which to judge a well trained modern language student who has learned his vocabulary in context. As to the Reading Test: It calls for an ability which we do not consider a major aim. The translation according to his scheme of scoring is either entirely right or entirely wrong. But this principle does not hold for scaling translation as it does in scoring the answers to problems, or to a question purposely so worded that the answer can be only right or wrong.

¹⁸ Progress in Learning Latin (See School Review, 24, 342-51 (1916).

Let us inquire next into the principles which should obtain in making scales. The test must be: (1) objective, i.e., must not depend on any peculiar training of the student but should measure what is generally considered desirable in student-training and what is generally taught. Further, the interpretation of the students' work must admit of no subjective or individual opinion, i.e., the form in which the material is called for and the method of scoring must be such that half a dozen or any number of teachers administering the test separately will each get the same reaction and the same score. (2) It must test in a manner analogous to the one usually employed by teachers, and not in a way in which classes have never reacted before, which would be obviously unjust and unwise. (3) It must be of such a nature as to be valuable to both student and teacher from the start, i.e., even before it has been standardized. (4) It must be comprehensive enough to include all from the poorest to the best students. (5) The units of the scale must not be too large nor too small, especially where the answer is by its nature entirely right or entirely wrong. (6) It must be tested out in several thousand cases, at least. (7) It must be simple, so that teacher and student will not waste time attempting to learn what is wanted. (8) And perhaps most important, if many teachers are to be induced to use it and use it over and over year after year, the method of administering it and, especially, of scoring must be simple, and require very little time.

Coming to the tests which I wish particularly to note, the following Reading Test B is given by way of illustration.

Silent Reading Test B

FOR FIRST OR SECOND-YEAR FRENCH IN A FOUR-YEAR HIGH SCHOOL

Name..... Date..... Score.....

DIRECTIONS. Sign your name and fill in the date above. Read the text found on the other side of this sheet as rapidly as possible, but be sure you get the meaning, and read it with the intention of answering in English or French the questions appended. When I give the word "Start," turn over this sheet and study until I give the word "Stop," this will give you one minute for study. Then draw a circle around the last word you read, turn the sheet back over, and begin at once to answer in

English, or French, the ten questions found on this sheet. You will be allowed five minutes to answer the questions.

QUESTIONS ON THE TEXT

(Answer in English or French as you prefer)

1. Of what two characters does the story treat?
2. What did they finally agree to do?
3. Who had signed the preliminaries of the peace treaty?
4. What was the most important article of the treaty?
5. That he might not eat the young owls, what was it necessary for the eagle to know?
6. Where did the eagle finally see the young owls?
7. What did he say to himself when he saw them?
8. What did he set about doing then?
9. In what respect did the young owls agree with the old owl's description of them?
10. What does this weakness on the part of parents toward their children often do?

11 L'aigle et le hibou, après avoir fait longtemps la guerre con-
 20 vinrent d'une paix; les articles préliminaires avaient été
 29 préalablement signés par des ambassadeurs: l'article le plus
 40 essentiel était que le premier ne mangerait pas les petits de
 48 l'autre. Les connaissez-vous? demanda le hibou. Non, ré-
 60 pondit l'aigle. Tant pis. Peignez-les-moi ou montrez-les-moi.
 71 Foi d'honnête aigle je n'y toucherai jamais. Mes petits, ré-
 82 pondit l'oiseau nocturne, sont mignons, beaux, bien faits; ils ont
 91 la voix douce et mélodieuse; vous les reconnaîtrez aisément
 104 à ces marques. Très bien, je ne l'oublierai pas. Il arriva un
 117 jour que l'aigle aperçut dans le coin d'un rocher de petits mons-
 128 tres très laids, rechignés, avec un air triste et lugubre. Ces en-
 139 fants, dit-il, n'appartiennent pas à notre ami; mangeons-les;
 154 aussitôt il se mit à en faire un bon repas. L'aigle n'avait pas
 166 tort. Le hibou lui avait fait une fausse peinture de ses petits;
 174 ils n'en avaient pas le moindre trait.

184 Les parents devraient éviter avec soin ce faible envers leurs
 193 enfants, il les rend souvent aveugles sur leurs défauts.

SCORE CARD FOR SILENT READING TEST B, FIRST- OR SECOND-YEAR FRENCH

Teacher..... School.....

First Year French. Date.....

RATE SCORE

Interval	No. of scores	Interval	No. of scores	Interval	No. of scores	Interval	No. of scores	QUALITY SCORE		
								Questions	Number of Rights	Number of Wrongs
91 to 95				91 to 95						
86 to 90				86 to 90						
81 to 85				81 to 85						
76 to 80		Above 160		76 to 80						
71 to 75		156 to 160		71 to 75						
66 to 70		151 to 155		66 to 70		151 to 155				
61 to 65		146 to 150		61 to 65		146 to 150				
56 to 60		141 to 145		56 to 60		141 to 145		10		
51 to 55		136 to 140		51 to 55		136 to 140		9		
46 to 50		131 to 135		46 to 50		131 to 135		8		
41 to 45		126 to 130		41 to 45		126 to 130		7		
36 to 40		121 to 125		36 to 40		121 to 125		6		
31 to 35		116 to 120		31 to 35		116 to 120		5		
26 to 30		111 to 115		26 to 30		111 to 115		4		
21 to 25		106 to 110		21 to 25		106 to 110		3		
16 to 20		101 to 105		16 to 20		101 to 105		2		
Below 16		96 to 100		Below 16		96 to 100		Q1		

NOTE.—If this score card is to be used for *second-year* French strike out the word *First* above and substitute the word *Second*. Columns 5, 6, 7 above are of use only in a combined French and Spanish score-card.

Instructions for Making the Distribution of Pupils' Scores and of Finding the Median Score

Arrange the children's papers for any class in order of the scores, the lowest score on top. To make the distribution called for, count the number of papers whose scores fall within the successive groups listed. For instance, if the lowest score made is 5, the next 17, 26, 30, you will put "1" in the group marked below 16, "2" in the group marked 16 to 20, "3" and "4" in the group marked 26 to 30, etc.

The median score is the score on the middle paper in the pile of papers arranged according to the size of the scores. If there are 25 papers, the median score is the score on the 13th paper,

because there are 12 papers above it in score and 12 papers below it. If there are 26 papers, the median score is half way between the score of the 13th and 14th papers.

Key to the Answers

To be right the answers must express the *exact thought* expressed in the following answers 1. The eagle and the owl. 2. To make peace. 3. The plenipotentiaries. 4. That the eagle should not eat the young of the owl. 5. To know how they looked. 6. In a crevice of a rock. 7. These are not the young of my friend, I shall eat them. (The last thought of the preceding sentence may be omitted.) 9. In no respect. 10. To blind them to their faults.

Method of Scoring

As to *Quality Score* the teacher may for the benefit of his class assign one point for each question answered correctly in order to be able to give each pupil a score. However, for our purposes he will enter merely the total number of times a question was answered "right" and the total number of times it was answered "wrong," in the spaces provided for that purpose on the score card above.

As to the *Rate Score*, the number of words to and including the one around which the pupil has put a circle is his "Rate." Distribute this along with the others as directed above. To facilitate counting the words a student has read, the number of words contained in each line, and all the lines preceding it, is indicated before each line.

Tentative Standards:

Number of pupils: First year French, 67.

Quality score:

Questions answered right: 2 questions.

Rate score: First year French, 52 words.

A similar test is arranged for German and Spanish. A second reading test for French, German, and Spanish is of the problem type. A third type of test, arranged also for the three languages, is the grammar and comprehension test for the first year only. Further tests for advanced classes are being set up.

The standardization and use of tests and measurements is certain to constitute the next important step in modern language

teaching. An appeal is hereby made to teachers to use the tests described above, since it is only through the collective activity of numerous teachers that such tests can be standardized.

A word may be permitted here also concerning the "Test to Discover Types of Learners," published in its first conception in *Modern Language Journal*, Vol. 3, p. 1 ff. The writer has since then continued the work of perfecting this test, i.e., standardizing the material which it employs. Data for this purpose are now being collected in several centers. As soon as it is perfected it will be published. Several outside groups, the writer has been informed, are attempting to perfect this test. In one case which has been brought to his attention, this is being done in a rather crude manner, and without giving due credit to its inventor. The writer considers this test by far the most important one yet devised and the most important for the future of modern language study, since, when perfected, it bids fair to revolutionize our practice in regard to placing students in the classes for which their natural endowments qualify them.

Note to aid the understanding of technical terms: On the score card the word "Interval" indicates that a student's rate score is to be entered after the first interval, "Below 16," if his rate score is below 16, after the second interval, "16 to 20," if his score is anywhere from 16 to 20, etc. Providing for 193 intervals on the card would consume too much space, and the result, statistically, is the same. The caption, "Number of scores," means the number of students whose rate score falls within the intervals stated. The words, "Tentative Standards," mean that the grades or scores there given have been averaged by the numbers of students there given. Since the average of greater numbers of students will no doubt vary from this, the words *tentative standard* (or average) are used.

Note.—The tests for first and second-year French, German, and Spanish have been used for a year. They are now being printed and will soon be available. Address: The World Book Company, Yonkers, New York.

Miami University.

CURRENT AMERICAN BOOKS FOR ITALIAN CLASSES

By ERNEST H. WILKINS and RUDOLPH ALTROCCHI

The following list is prepared with the primary purpose of providing for teachers of Italian a list of currently obtainable books designed for use in Italian classes and published in the United States or Canada.

By the limitation of the list to books intended for class use, we have excluded books designed for self-instruction, phrase-books, and dictionaries. We would, however, call attention to the recent publication of the shorter and less expensive form of Hoare's *Italian Dictionary*.¹ This shorter form consists of two volumes, an Italian-English volume which sells for \$3.00, and an English-Italian volume which sells for \$2.50. The dictionary is imported by G. P. Putnam's Sons.

We hope to obtain for a later number of the *Modern Language Journal* a list, similar to that which we are now publishing, of books designed for use in Italian classes and printed in England; and we reserve for that list specific mention of publications of the Oxford University Press and of other English firms. Most of the Italian anthologies and editions of the Italian classics published by the Oxford University Press may be obtained from the New York branch of that house.

Most of the editions of the Italian classics issued in the *Biblioteca Romanica* series, published in Strassburg, may be obtained from G. E. Stechert and Company or from Lemcke and Buechner, both of New York, whose names appear on the title page of each issue as authorized agents for the series. Some thirty Italian works have now been issued in this series.

The list of available texts is small, as will be seen. The lack of variety of well-edited and interesting texts is a very considerable obstacle to the development of the study of Italian. It is to be hoped that additional texts of good quality may soon be produced.

¹ See *Modern Language Notes*, XXI, 418; and *Modern Philology*, XIV, 429

GRAMMARS

- A. Arbib-Costa, *Italian Lessons*, N. Y., Francesco Tocci, \$1.50.
Advanced Italian Lessons, N. Y., Italian Book Company, \$1.50.
- H. Edgren, *A Brief Italian Grammar with Exercises*, N. Y., William R. Jenkins Company,¹ \$0.90.
- C. H. Grandgent, *Italian Grammar*, with exercises and vocabularies by E. H. Wilkins, Boston, D. C. Heath and Company, \$1.08.
- Ruth S. Phelps, *An Italian Grammar*, Boston, Ginn & Company, \$1.20.
- A. Sergio, *Logical Method for Learning the Italian Language*, N. Y., The Italian School of Languages, \$1.00.
- E. H. Wilkins, *Notes on Italian Grammar*, Cambridge, Harvard University, \$0.30.
- Mary Young, *Italian Grammar*, N. Y., Henry Holt & Co., \$1.25.

READERS

- T. D. Bergen and G. B. Weston, *An Italian Reader of Nineteenth Century Literature*, Ginn, \$1.00.
- B. L. Bowen, *Italian Reader*, Heath, \$0.96.

ANNOTATED TEXTS

- J. D. M. Ford, *Romances of Chivalry in Italian Verse*, Holt, \$2.00. Selections from the *Orlando*, the *Spagna*, and from Pulci, Boiardo, Berni, Ariosto, and Tasso.
- C. K. Moore, *Three Prose Writers of the Italian Renaissance*, Heath, \$1.00. Selections from Boccaccio, Castiglione, and Machiavelli.
- E. H. Wilkins and R. Altrocchi, *Italian Short Stories*, Heath, \$0.72. Stories by Serao, Deledda, Fogazzaro, Fucini, Verga, and d'Annunzio. Vocabulary.
- Carducci, *Selections*, ed. A. Marinoni, Jenkins, \$0.90. Vocabulary.

¹ The W. R. Jenkins Company has now gone out of business. Its publications are handled by Brentano's, New York. Several of the Italian publications formerly issued by Jenkins are now out of print: Comba's *La lingua italiana*, Marinoni's *Grammar and Reader*, Barrili's *Una notte bizzarra*, and De Amicis' *Alberto*. Of the other Jenkins publications listed in this article only a limited number of copies—from 100 to 300 each—remain.

- Castelnuovo, *O bere o affogare*, and Pirandello, *Lumie di Sicilia*, ed. E. Goggio, Ginn, \$0.40. Vocabulary.
- Dante, *Divina commedia*, ed. Grandgent, Heath. In one volume, \$2.40; in three volumes, \$1.32 each.
- De Amicis, *Camilla*, ed. T. E. Comba, Jenkins. Paper, \$0.35; cloth, \$0.50.
- Cuore*, ed. O. Kuhns, Holt, \$1.00. Abridged.
- Fortezza* and *Un gran giorno*, ed. Comba, Jenkins. Paper, \$0.35; cloth, \$0.50.
- Un incontro*, ed. Ventura, Jenkins. Paper, \$0.35; cloth, \$0.50.
- Farina, *Fra le corde di un contrabasso*, ed. Comba, Jenkins. Paper, \$0.35; cloth, \$0.50.
- Fogazzaro, *Pereat Rochus*, ed. A. De Salvio, Heath, \$0.48. Contains also *L'ultima idea di Ermes Torranza*. Vocabulary.
- Goldoni, *Un curioso accidente*, ed. Ford, Heath, \$0.36.
- La locandiera*, ed. J. Geddes, Jr., and F. M. Josselyn, Heath, \$0.48. Vocabulary.
- Il vero amico*, ed. Geddes and Josselyn, Heath, \$0.52. Vocabulary.
- Manzoni, *I promessi sposi*, ed. Geddes and Wilkins, Heath, \$0.72. The first eight chapters, abridged. Vocabulary.
- I promessi sposi*, ed. M. Levi, Boston, Silver, Burdett and Company, \$1.28.
- Testa, *L'oro e l'orpello*, ed. C. H. Thurber, Heath, \$0.32.

COMPOSITION

- C. H. Grandgent, *Italian Composition*, Heath, \$0.56.

CONVERSATION

- M. C. Catalano, *Italian Conversation*, Toronto, The Copp Clark Co., \$0.75.
- A. L. Frothingham, *Simplified Italian Manual*, Princeton, Princeton University Press, \$0.50.
- University of Chicago*.

NOTES ON THE INTONATION OF SPOKEN FRENCH

By CLARA STOCKER

IT IS a recognized fact that every language has a melody of its own. All who have given attention to the study of spoken French, recognize this music, without which the most perfect reproduction of vowel and consonant sounds leaves the ear unsatisfied, and fails to seem convincingly French. It is as though one were to play correctly all the notes of a musical composition with no hint of interpretation.

How can a foreigner acquire the music of spoken French? Very little has been written on the subject. Daniel Jones' book, "Intonation Curves", which has texts accompanied by a curved line on a musical staff, is published in Germany, and difficult to obtain. *Les Trois Dictions* by Georges Berr and René Delbost contains some illuminating chapters on the subject, namely: "Les Intervalles de la Voix," "La Notation de quelques Inflections," and "De la Tonalité."

These chapters gave me the idea of jotting down in musical notation, during lectures, or at the French theater, such phrases as I was able to capture from speakers, actors, or from French people around me.

The following remarks and illustrations are the result of work done in this way. They are fragmentary and do not pretend to cover the ground, but are offered merely as an indication of what may yet be done in the field of French intonation and diction. The examples of intonation should be spoken, not sung. One may sing them first with the aid of a piano, then speak them following the melodic lines as nearly as possible. If this results in the intervals being slightly diminished or augmented, the illustrations will not necessarily lose their value. The important thing is to keep the design.

1. In ordinary, rapid narration, the voice generally rises a fourth, fifth or sixth on the last syllable of a stress group.

(a)

Valère, qui a vu ce qui se passait.

A musical staff in treble clef showing a sequence of eighth notes: G4, A4, B4, C5, D5, E5, F5, G5, A5, B5, C6. The notes rise steadily from the first syllable to the last.

and descends about a fifth at the end of a sentence.

2. In slower speech, the voice often rises by degrees on the last two or three syllables of a stress group.

(a)

C'est pour ça que nous avons
(deux verbes.)

A musical staff in bass clef showing a sequence of eighth notes: G2, A2, B2, C3, D3, E3, F3, G3, A3, B3, C4. The notes rise steadily from the first syllable to the last.

(b)

Je suis sûr que vous savez (pourquoi.)

A musical staff in bass clef showing a sequence of eighth notes: G2, A2, B2, C3, D3, E3, F3, G3, A3, B3, C4. The notes rise steadily from the first syllable to the last.

At the end of a sentence, the descent may likewise be gradual.

(c)

(il se nourrissait) comme il pouvait.

A musical staff in bass clef showing a sequence of eighth notes: G2, A2, B2, C3, D3, E3, F3, G3, A3, B3, C4. The notes rise steadily from the first syllable to the last.

(d)

et la fidélité.

A musical staff in bass clef showing a sequence of eighth notes: G2, A2, B2, C3, D3, E3, F3, G3, A3, B3, C4. The notes rise steadily from the first syllable to the last.

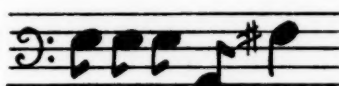
3. In animated narration or conversation, the voice, before rising on the last syllable, may descend on the next to the last syllable of a stress group.

(a)



en un mot,

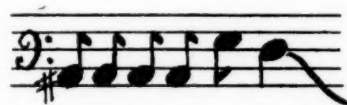
(b)



heureusement pour lui,

Likewise, at the end of a sentence, the voice may rise before the final descent.

(c)



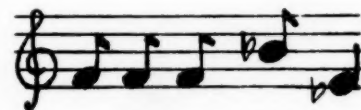
essentiellement sévère.

(d)



doit se faire sentir.

(e)



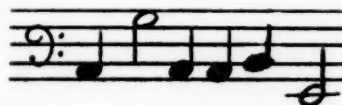
je viens vous parler.

(f)



moi, je l'ai vu.

(g)



je veux qu'on soit sincère
 "Le Misanthrope" Act I, Scene 1

4. Note the slide down, in (c) and (d) of the last paragraph. This slide from a high note often denotes emphasis.

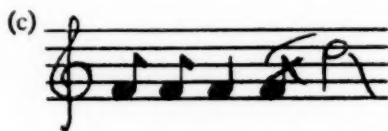
(a)



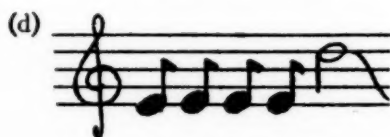
Ces maitres de tout ordre



Les fleurs ne sont pas pareilles.



on m'la dit hier!



Elle était toute seule!



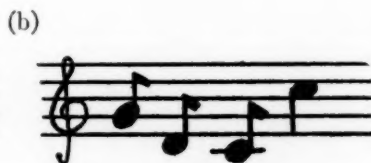
Je n'ai pas l'adresse! Je n'ai pas l'adresse!

The last illustration, (e) represents the intonation used by a woman who was emphatically relating a very embarrassing circumstance.

4. Asperity often causes the voice to leap up an octave or more, with a breaking off of the voice on the high note. No descent or slide.



Mais non, Mad'moiselle
(Mademoiselle has been guilty of an unreasonable question.)



Quel animal!
(Mariane at seeing Orgon
L'Avare, Act III, Scene I)



Gardez la bague!

(Frosine impatient, *L'Avare* Act III Scene XII.)



Aidez-moi donc, au moins, à en épouser un autre

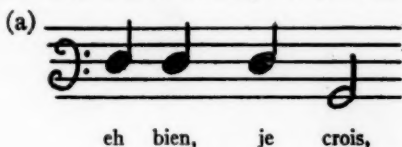
Marceline, *Mariage de Figaro*, Act III, Scene IV.)

5. A characteristic melody, used often in enumeration, begins on a low note, rises a sixth, more or less, and descends at the end of a stress group about a fourth. The intervals vary, of course, but the design remains the same. The rise is always on the next to the last syllable. This intonation is one of the first to be noticed by foreigners, because of its markedly musical quality.



Another enumeration melody resembles the first example given here, with a marked rise on the last syllable of the stress group. See illustration 1, a.

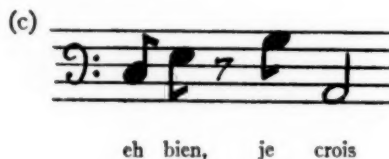
6. A lecturer heard last winter, uttered the phrase,



Later on, becoming more animated, he said,



with a rising of the voice on the next to the last syllable. A much livelier speaker said



Still another, whose discourse was, for the most part, in a minor key, said:



descending a fourth instead of a fifth. All of these examples show a downward interval at the end of the stress group; all but one rise before the final descent, illustrating the same principles of intonation. They show that two or more French people interpreting a phrase in the same manner, thereby using the same approximate intonation, do not necessarily speak in the same key, nor use precisely the same intervals. This bears out what was said at the beginning of this article. It is extremely difficult to read the examples with a speaking voice, and keep the intervals just as they are written. The main thing is the melodic design.

As for the examples quoted from the stage, it is recognized that other actors interpreting the passages differently, would use different inflections of voice. There is therefore nothing arbitrary about the illustrations given. They are simply offered as examples of the intonation of certain phrases and types of phrases, and are authentic as far as melodic design is concerned, having been taken directly from the utterances of French people.

Paul Passy says (*Les Sons du Français*, page 68) that in singing, each syllable is pronounced on a given note, and in passing from one tone to another, the voice bounds without intermediate tones; while in speech, the voice glides by imperceptible degrees over all the tones lying between the notes on which two syllables are pronounced. That is one reason why such illustrations as are submitted here lose their value when sung. If one speaks them one necessarily and unconsciously supplies these vague intermediate tones. Another reason is, obviously, the difference in quality between the singing and the speaking voice.

As a stressed syllable is always accompanied by a rise or fall of the voice, I have found that pupils with a tendency to accent the first syllable of a French word, often find it easier to overcome this fault when the teacher emphasizes the intonation of a phrase rather than the accent.

401 Temple Bldg.

Duluth, Minn.

Query and Answer

All Queries and Answers should be addressed to Thomas E. Oliver, Urbana, Illinois. Each query will be run for two issues; if no answer is given, it will then be withdrawn, but may, upon request, be reinserted later.

QUERIES

7. *What information is to be had on: a) French actors or companies of actors playing in America in the French language? b) The influence of French drama on American drama?*

8. *Will some one list the best class-texts of French, German and Spanish history, the so-called "Historical Readers"?*

We will give in the next issue what material has been found, meanwhile urging our correspondents to send us more data.

9. *What "Informational" books suited to class reading and dealing with the customs and manners of France, Germany, and Spanish countries are published by American firms?*

Much material of this kind has already been found. It will be listed in the near future.

10. *Will the JOURNAL give a brief bibliography of Portugal and of the Portuguese language? The growing importance of Brazil internationally would seem to warrant more attention in this direction.*

11. *Will some one suggest a working library for use in connection with the proposed exchange of letters between French and American secondary school pupils under the George Peabody Foundation for International Educational Correspondence? Also a like apparatus for similar correspondence between American and Spanish-speaking pupils?*

ANSWERS

2. *Can one give a list of the best scientific readers available in this country in French, German and Spanish?*

See the *Journal*, Vol. III, pp. 335-337 for previous answers to this question.

A Spanish reader has since been called to our attention, *A Reader of Scientific and Technical Spanish* by Cornélis DeWitt Willcox, Professor in the U. S. Military Academy. 588 pp. New York (Sturgis & Walton) 1913.

This reader has been called excellent by our correspondents. "It contains a technical vocabulary and deals with physics, chemistry, mining, bridges, railroads, surveying, topography, geography, the automobile, aeronautics, submarines and the Spanish-American War."

—The same correspondent calls our notice to "one of the very best German chemical readers: *Chemical German*, by Dr. Francis C. Phillips, XI-241. Easton, Penn. (The Chemical Publishing Co.) 1913. \$2. It contains the necessary technical vocabulary and is intended for advanced students.

Other French scientific readers are:

—*Popular Science*, edited and annotated by Jules Luquiens, 12°. 207 pages of text; notes, pp. 211-252; no vocabulary. Boston (Ginn & Co.) 1895.

—*An Elementary Scientific French Reader* by P. Mariotte-Davies. 60 pages of text; notes, pp. 63-77; dictionary, pp. 81-132. 12°. Boston (D. C. Heath) 1897.

—*Causeries Familiales sur les Grandes Découvertes Modernes* par E. Müller; edited with notes, vocabulary and appendices by F. E. B. Wale. (Text 39 pages; notes, pp. 40-78) Boston (D. C. Heath) 1893.

—A *Spanish nautical phrase book and reader* has been issued in a second edition by the Department of Modern Languages of the United States Naval Academy, Annapolis, Maryland, 1919. 12°; 149 pages+folded inserts. \$1.50. This book might well be used as a supplement to the Willcox reader mentioned above.

3. *What material published by American firms is available for the instruction of very young pupils in German, in Spanish, in French?*

See pp. 282-285 of Vol. III of the *Journal* for partial answer.

Other material is as follows:

—*Features of French Life* by Frank R. Robert (Whitechapel Foundation School). Prefaces by Walter Rippmann. Sim-

ple illustrations by the author and by J. A. Symington. Two parts: First Part VIII-84 (Fourth edition, July 1913); Second Part X-94 (Preface Nov. 1, 1904). 16°. E. P. Dutton & Co., New York. Graded questions and answers in the running text.

- Cartes de Lectures Françaises pour les enfants américains* by Agnes Godfrey Gay. Privately printed; no longer (1919) available. Wall charts with pictures and simple sentences. Used at the University Elementary School, Chicago. It is to be hoped that a new edition may be forthcoming.
- Mon livre de Petites Histoires* by Agnes Godfrey Gay. \$1. Published originally by the Wm. R. Jenkins Co. of New York but now out of print. Used in the University Elementary School, Chicago. Brentano's has taken over the Jenkins books. It is to be hoped that a new edition may be printed.
- Contes et Légendes. Première Partie* by H. A. Guerber. 60 cents. American Book Co.
- French Plays for Children* by Josette Eugénie Spink. 35 cents. D. C. Heath. 1916. Seven plays based on French legends and folk lore. Vocabulary.
- Petit Théâtre des Enfants* by Florence Eveleen Elenore (Olliffe) Bell (= Lady Hugh Bell). 75 cents. Longmans, Green and Co. 1918.
- Hotchkiss, Louise Chapman, *Le Premier Livre de Français*. D. C. Heath (copyright 1895) 12°; 16+63 pages.
- For somewhat older pupils Ginn and Co. have just published (May 1919) *Le Français pour Tous par la Méthode Directe* by Noëlia Dubrule. Illustrations by W. H. Pierce. 12°; XXII-259. 96 cents. This book is very attractive.

The following were published quite a while ago but still have value:

- Mrs. Barbauld's *Lessons for Children*. With a new French translation on opposite pages. Arranged according to Marcel's System of studying languages by I. de Veitelle. 65 cents. D. C. Appleton.
- Madame De Peyrac's *French Children at Home*. An introduction to *Comment on parle à Paris* by the same author. 12°. 80 cents. D. C. Appleton.

—*Les Premiers Pas dans l'Etude du Français par la Méthode Naturelle* par C. Moutonnier. Freely illustrated. 12°. 197 pages. New York (Henry Holt; F. W. Christern); Boston (Schoenhof) [1882].

—Pylodet's *Gouttes de Rosée. Petit Trésor poétique des jeunes personnes*. 18°. 188 pages. Henry Holt.

—Pylodet's *La Mère l'Oie. Poésies, Enigmes, Chansons et Rondes enfantines*. 8°, 80 pages. Illustrated. Henry Holt.

Not so available because published in England are the following which have been found excellent:

—*Little French Folk*. A First Book in French for little children written in everyday speech of little French children by Charles Talbut Onions, M.A. With simple illustrations by John Williamson. Second edition, preface dated 1905. London (Horace Marshall & Son, Temple House and 125 Fleet St., E. C.).

The same firm of Horace Marshall & Son has a series of juvenile French books by Violet Partington, French mistress at the Queen's College School. These are as follows:

—*Des Vacances à Paris*. Second year reading book describing the adventures of a little English girl on a visit to some French relations in Paris. Illustrated. 1s. 6^d.

—“*Les Deux Fées*” and other French plays for little Children. Five short plays. 9d.

—*Dans le Royaume des Fées*. A second series of French plays. 9d.

—*Récitations et Poésies*. With phonetic transcript opposite the print, and 60 charming pictures by A. M. Appleton. 2s.

Henry Frowde and Hodder and Stoughton of London publish *My very first French Book*. Colored illustrations. 28 lessons; 32 pages. 12°.

The Clarendon Press (Oxford, England) issue an attractive book for beginners of 10 to 12 years of age: *Mon Premier Livre de Français* by F. M. S. Batchelor. Illustrated by E. A. Pike. 8°. Pp. 182. 60 cents. (With phonetic transcription of Chapters I–XV. 90 cents. Phonetic transcription separately, illustrated, 40 cents.) 800 word vocabulary. 1915.

In German the following juvenile books are known to be good:

- Des Kindes Erstes Lesebuch* by Karen Monrad Jones. D. C. Heath. Illustrated. VI-85 pages. 40 cents. This is in grade just above a primer. A correspondent writes enthusiastically about this book and its stimulating effect upon pupils of about 10 or 12 years.
- The American Book Co. issue the *Fick Series* by H. H. Fick, a teacher of long experience. These books are as follows:
 1. *Ich und Du. Ein Buch für die Kleinsten.* Pp. 80.
 2. *Dies und Das. Ein Buch für die Kleinen.* Pp. 64.
 3. *Hin und Her. Ein Buch für die Kinder.* Pp. 90.
 4. *Neu und Alt. Ein Buch für die Jugend.* Pp. 125.
 5. *Hier und Dort. Ein Buch für die reifere Jugend.* Pp. 272.
 These books have numerous and attractive illustrations many of them in colors.

—A juvenile book from an English firm, Horace Marshall & Son of London, is *Deutsche Sagen*, edited by Marguerite Ninet. Illustrated. 1s. 6d. Four stories based on mediaeval legends. For children in their third year of German.

In Spanish the following juvenile books have come to our attention:

- Primer Libro de Lectura* by Walsh. D. C. Heath. 1919. 52 cents.
- Lectura Infantil. Libro segundo de Lectura.* Pp. 173. D. C. Heath. 1918. 48 cents.
- Primeras Lecciones de Español* por Carolina Marcial Dorado. 12°. XVI-307, Ginn & Co. Copyright 1918.
- We have already called attention to the Worman series of juvenile books. The latest is the *New First Spanish Book* by J. H. Worman. 12°. VI-127. American Book Co.
- A beautifully illustrated book in rich colors is published by the Buenos Aires firm of Angel Estrada y Cia [1914]. It is called "*La Base; libro primario infantil* por José A. Natale. Adaptado al programa vigente." This book might well be taken as a model of what a child's book should be.

6. Does anyone know if perception cards similar to Youngs' *Latin Perception Cards* (published by the American Book Company) are available for the modern foreign languages, and, if so, where they may be obtained?

See an interesting article by Amelia F. Gianella, "The Use of Flash Cards for Drill in French," M. L. J., I, pp. 96-99. The value of such cards is clearly demonstrated.

See M. L. J. III, p. 281, for further discussion of the value and need of such cards.

There came recently to our attention a card-device entitled *Verb-Training. Practice Cards for Verb-Study in Foreign Languages*, designed by Leo R. Lewis of Tufts College. For sale by The Tufts College Bookstore, Medford, Massachusetts. These cards are 72 in number, $3\frac{1}{2}$ by $2\frac{1}{2}$ inches in size. Serial numbers in the corners run from 1 to 72; 73 to 144; 145 to 216; 217 to 288, there being two numbers to each side of every card. Following each number is a tense form in English calling for the equivalent in the foreign idiom. The tense forms increase in difficulty with the serial numbers. The basic idea in the use of these cards is instantaneous response as the sole proof of practical knowledge. A resourceful teacher could utilize these cards in many practical ways to relieve the monotony of verb-drill.

NEW YORK STATE MODERN LANGUAGE
ASSOCIATION

By ARTHUR G. HOST

THE eleventh annual meeting of this association was held at Albany on November 25 and 26. The program, as prepared by the President, Dr. Jonas, was an exceptionally full and strong one, and the large number present and the keen interest manifested augur well for the future of language instruction in the state.

TUESDAY, NOVEMBER 25, 9 A. M.

Report of Committee on Texts.

Report on Journal, Professor A. Busse, Hunter College.

Report on N. E. A. Meeting and National Federation.

"The Use of Phonetic Symbols in Teaching French Pronunciation," Professor Anna Woods Ballard, Teachers College, Columbia University.

"The Study of German. How and Why," Professor Robert H. Fife, Jr., Wesleyan University.

"The Teaching of Spanish and Our Relations with Latin America," Professor J. P. Wickersham Crawford, University of Pennsylvania, and Military Attaché to the U. S. Legation at Colombia.

"Diagnosing Language Ability," Professor Truman L. Kelley, Teachers College, Columbia University.

General Discussion, led by Dr. Charles F. Wheelock, State Education Department.

TUESDAY, 1:30 P. M.

"Modern Languages in the American High School," President John H. Denbigh, Packer Collegiate Institute.

"The Place of the Corporation School in our Educational System," F. C. Henderschott, Educational Director of the New York Edison Company, and Managing Director of the National Association of Corporation Schools.

"Good and Bad Reasons for Studying Modern Languages in School," Professor Calvin Thomas, Columbia University.

"The New Need for Modern Languages in Our Public Schools," Dr. Philander P. Claxton, U. S. Commissioner of Education.

"Motive and Method in Modern Language Teaching—A Friendly Critique," Dean Thomas M. Balliett, New York University.

"Experience with Oral Examinations in Modern Languages," Mr. Philip M. Hayden, Columbia University.

General Discussion, led by Dr. James Sullivan, State Historian.

5:00 Round Tables for French, German, and Spanish:

French Round Table, Professor Florence D. White, Vassar College, Leader. "Fostering and Maintaining Good Relations with France by Student Correspondence and Other Means," Mr. Glenn M. Davis, Albany High School, and Professor A. S. Patterson, Syracuse University. Question-box. Class Room Hits and Hobbies.

German Round Table, Professor W. C. Decker, State College for Teachers, Leader. "Critique of Regents' Examinations," Professor F. W. J. Heuser, Columbia University, and Mr. Charles H. Holzwarth, West High School, Rochester. Question-Box. Class Room Hits and Hobbies.

Spanish Round Table. Miss Catherine A. Eastman, State Education Department, Leader. "The Study of Grammar After the First Year," Professor R. H. Keniston, Cornell University, and Professor Jesse F. Stinard, State College for Teachers. Question-Box. Class Room Hits and Hobbies.

6:30 Get-Together Dinner.

WEDNESDAY, NOVEMBER 26, 9 A. M.

"The Outlook for Modern Language Instruction after the War," Professor David Snedden, Teachers College, Columbia University. (To be read.)

"The Balance Between Cultural and Vocational Teaching," Professor H. Keniston, Cornell University.

"A Possible Basis for the Successful Teaching of the Modern Languages," Miss Ella Adeline Busch, High School of Commerce, New York.

Professor Ballard emphasized the fundamental importance of a correct pronunciation at the very beginning of the first year; spoke of the value of oral work, and pointed out the great help to be derived from the use of phonetic symbols.

Professor Fife presented a strong brief for the teaching of German in our schools, many of which have suffered as a result of the banishment of this subject, admittedly well taught. German will be necessary not only for economic and scientific reasons (as pointed out in the Report of the British Commission) but also for a cultural or sociological reason; German will be the

medium of dealing with and understanding other nations than Germany. We shall need to emphasize usability of the language, oral training, and thoroughness.

Professor Crawford traced the development of our interest in Spain, Mexico, and South America, and in the Spanish language; the last due to the wars of 1898 and 1914 and to the building of the Panama Canal. Our business with South America has suffered through ignorance, on the part of salesmen, of the language and geography. While not many will have practical use for the language, an intelligent opinion of the peoples to the south of us will be valuable. The speaker recommended that the reading matter of the first two years deal with South America. Oral work and writing were emphasized.

Dr. Wheelock stressed the knowledge of vocabulary and grammar as essentials of a practical reading ability. The function of the public school is to furnish a general education rather than to prepare for any particular trade.

Professor Kelley demonstrated with charts the use and results of tests for determining intellectual power in general and language ability in particular. Prognosis tests, given before a pupil is to begin a foreign language, will show the probability of his success or failure; these results are later compared with those of diagnostic tests, as a check, and usually show fair agreement. Tests of the National Research Council were recommended for elementary subjects, and the Briggs Analogies Tests as prognosis for foreign languages.

Mr. C. F. Henderschott traced the growth of the corporation school, which was started about twenty years ago and developed more fully within the last six years or eight. These schools make for intelligence and democracy in business establishments. Business methods and commercial geography are emphasized; knowledge must be definite, accurate, and useful.

President Denbigh referred to the great advance made in modern language instruction in the last fifteen years. A problem at present is to eliminate waste. Vocational and other values should be weighed. Foreign languages are taught to too many who will have no use for them. Tests for determining a pupil's ability were approved, particularly tests in English grammar, and the pupil should be advised whether or not to take up the

study of a foreign language. Dr. Denbigh spoke of correct methods and helpful devices in teaching, and of the proper preparation of the teacher. French, German, and Spanish should be included in the curriculum; Spanish should not be over-emphasized.

Commissioner Claxton stated the view of the administration, as follows: (1) instruction in our schools should be given in English; (2) there should be no attempt, in the elementary public schools, to teach a foreign language in the first six years; (3) from the seventh grade on, there should be no prohibition on teaching any foreign language; (4) we should insist that all teachers in the United States believe in democracy and in the Constitution, so as to prepare students for citizenship. The need for foreign languages for commerce, industry, and citizenship was fully and eloquently presented: (1) We must prepare to deal with the tradesmen of all parts of the world, and success will depend largely on our ability to use their language. (2) The world is looking to us for aid in reconstruction, and engineers who can make themselves understood will be needed. (3) Isolation is gone; we need to understand all other peoples, by reading what is written in the foreign languages; we should certainly know German. We need more time for language; the junior high school is the place in which to begin.

Dean Balliett warned us not to rush into literature, drama, and poetry, but to study the knowledge of life and customs of the people. For scientific use, French and German are necessary. Useful vocabulary should be taught; and pupils should *hear* a great deal before being expected to *speak*. More time—six years—is needed, with extensive reading.

Mr. Hayden described civil service examinations for court interpreters and postal censors during the war. These tests were intensely practical, aural, oral, written; interpreting the spoken language, writing from dictation, and reproducing from memory a passage read by the examiner.

Professor Keniston showed that the "cultural" aim reaches only about one-tenth of the class, and the other extreme, vocational, only one-tenth. The real purpose is the understanding of the foreign people. A general vocabulary should precede any special use. We need (1) enthusiasm, based on (2) knowledge, to

(3) act as interpreters of the peoples of whom we are studying, to see their point of view.

Miss Busch advocated an opportunity for the study of more languages, but not indiscriminately. What language, if any, a pupil is to take, should depend upon his ability and upon the probability of his use for it. To determine ability, tests by Briggs, Handschin, and Wilkins were recommended.

Among the resolutions passed by the association was the following: "*Resolved*, That the New York State Modern Language Association notes with pleasure the attitude of the United States Bureau of Education toward the study of foreign languages in our high schools, as expressed in Dr. Claxton's inspiring address; and, furthermore, this Association pledges itself to foster and encourage, as far as possible, in the instruction in the modern languages, the aims and purposes indicated in the address."

The election of officers for 1919-20 resulted as follows: President, Arthur G. Host, Troy High School, Troy; Vice-Presidents, James F. Mason, Cornell University, and Jesse F. Stinard, State College for Teachers, Albany; Secretary and Treasurer, Catherine A. Eastman, State Education Department, Albany; Board of Directors, Anna Woods Ballard, Teachers College, Columbia University; Felix A. Casassa, Hutchinson Central High School, Buffalo; and J. B. E. Jonas, DeWitt Clinton High School, New York.

Notes and News

The response to an appeal for some one in each state to act as correspondent for the *Journal* (see the October issue, editorial comment) has not been great. The present editors are learning afresh daily how difficult it is to get authentic news from the field, especially from the secondary schools. However a few generous souls have been found. We publish their names here both as examples of what some forty other persons should be doing, and to beg our readers within their respective territories to communicate to them all items that should reach subscribers to the *Journal*:

Arkansas, Fannie A. Baker, Fort Smith High School	Nebraska, Abba Willard Bowen, Peru State Normal School
California, I. C. Hatch, Poly- technic High School, San Francisco	New York, Charles H. Holzwarth, West High, Rochester
Iowa, Chas. E. Young, State University, Iowa City	Ohio, E. B. de Sauzé, Director of Modern Languages, Clevel- land
Kansas, Mabel Duncan, Senior High School, Arkansas City	Oklahoma, Faith Goss, Central High School, Tulsa
Louisiana, L. C. Durel, Tulane University	South Dakota, Caroline Dean Wisconsin, B. Q. Morgan, Uni- versity of Wisconsin, Madison

According to a press report of December 5, the Association of Colleges and Secondary Schools of the Southern States went on record as favoring the teaching of German in institutions from the high schools up. The President is reported to have said that it would be folly not to teach the language as otherwise "we could not understand what Germany is doing in a scientific way."

The Business Manager wishes to make of the *Journal* a medium through which teachers of modern languages may find positions and school authorities may secure teachers. To this end he will start a new department in the advertising pages where such wants may be briefly announced at a moderate rate. Persons interested are requested to communicate with him.

Messrs. Duflos, Kenngott, and Purin, all well known to teachers of modern language, announce the founding in Milwaukee of the Modern Language Press, to publish a new series of texts, consisting of short stories edited with abundant direct method apparatus. The first of the series to come off the press was

Le Premier avion of René Bazin which has been followed by *Criquette* of Halévy.

The semi-annual meeting of the Connecticut branch of the New England Language Association took place in Hartford in the high school library on December 13th last. This meeting was without doubt one of the most instructive and enjoyable which we have on record. It was characterized by a large attendance of college and high school instructors, enjoyable papers interestingly presented and freely discussed. Miss Blanche Darling of the Hartford High School discussed "Teaching Phonetics." Aside from the special value of phonetics to the foreign language, Miss Darling stressed the benefit of the drill to the pupil in bringing his attention to the correct pronunciation of his mother tongue. Professor Eugene S. Clark of Wesleyan University, read a paper on "The American School Detachment in France." Among other interesting points brought out by Mr. Clark was that the amount of French acquired by the Americans participating in this scheme was by no means noticeably large. Professor Albert Feuillerat of the University of Rennes and visiting professor at Yale University gave a very interesting address on "L'Éducation française après la guerre." Professor Feuillerat discussed French education, what seemed to be its good points and its drawbacks, and the changes which would probably be brought about by the results of the war. An item of interest to not a few was that the salary of teachers in France had recently been increased two hundred or even three hundred per cent. The afternoon session was opened by Mr. Paul R. Temple of the Choate School with "A Discussion of the College Entrance Board Examinations in German." Mr. Temple discussed the various papers set in June, 1919, and their appropriateness as examinations. A general discussion of the papers followed Mr. Temple's address. The session closed with a pleasing talk in Spanish by Señor Andres Guilliano of the New Britain High School on the "Vida y costumbres españoles."

T. F. T.

TO TEACH the sequence of tenses in Spanish in an effective and variable manner, we submit herewith our actual scheme by means of the *sliding synopsis*:

Deseo que tú aprendas el español
 Deseabas que él aprendiese (aprendiera)
 Deseó que nosotros aprendiésemos ()
 Desearemos que vosotros aprendáis
 Desearíais que ellos aprendiesen ()
 Han deseado que yo aprendiese ()
 Había deseado que tú aprendieses ()

Or, to teach compound tenses of the subjunctive:

Deseo que tú hayas aprendido el castellano

Deseabas que él hubiese (hubiera) aprendido . .

Deseó que yo hubiese () aprendido . .

Desearemos que vosotros hayáis aprendido . .

Desearíais que ellos hubiesen () aprendido . .

Había deseado que tú hubieses () aprendido . .

It will be seen that this procedure permits of many possibilities. If we begin the verb of the main clause with the first person singular present, we close with the first person singular pluperfect, while the verb in the dependent clause will commence and end with the second person singular. Commencing with the 3 p. s., we finish with the 3 p. s., etc. Indeed, we may start with any person, number, or tense in the main clause and mutate accordingly person and number in the subordinate clause, with due regard to the sequence of tenses.

*Jamaica High School,
New York City.*

CARL A. KRAUSE

Members of *El Ateneo*, the Spanish club of the University of Kansas, presented *Las solteronas* recently to an audience of students of Spanish in the theater of Green Hall. The parts were taken by Kay Warring, Anita Humphrey, Katherine Robertson, Otto Haelsig and Leland Shout.

The fourteenth annual High School Conference at the University of Illinois, November 20, 21, and 22, 1919, had unusual interest for teachers of modern languages. There was a morning session on the 21st of the "Modern Language Section," and a joint session in the afternoon of all "The Language Groups."

At the morning session Miss Blenda Olson of Macomb presided. The first paper, "The George Peabody Foundation for International Educational Correspondence," by Thomas E. Oliver, has since been published in the *Journal* for November, 1919. The third paper, "Teaching Vocabulary by the Direct Method," by Arthur G. Bovée, may also be found in the *Journal* for November, 1919. The second paper by Miss Eunice Prutsman was of the nature of a report from her as representative of the Modern Language Section in the Committee on Curriculum Reconstruction of the Conference. Miss Prutsman spoke of the status of modern languages in future curricula of our high schools, and declared that we must be fully aware that modern languages as a study are under fire, that reputable critics such as President Butler and others have said certain distressing things about our work, and that it behooves us to meet these attacks firmly and

resolutely, if modern languages are to retain the rank in the curriculum which we think they deserve. It will not do to ignore these criticisms. Rather must they be analyzed most carefully so that truth may be separated from exaggeration. Miss Prutsman then proceeded to stress the several criticisms and to suggest possible rebuttals.

A fourth paper by Clin H. Moore, "Oral Work for Beginners in French," emphasized the importance of phonetics in teaching pronunciation, and attacked in an amusing way the methods hitherto most in use. The absurdly poor work now done by ill-prepared teachers, many of whom have little idea of correct pronunciation themselves, is a most serious menace to the position of French in the curriculum. A fifth paper, "The Spanish Problem," by John Van Horne was not read for lack of time, but will doubtless be printed in the proceedings of the conference.

In the afternoon a meeting of all the language sections was held, Dean K. C. Babcock of the College of Liberal Arts and Sciences, University of Illinois, presiding. The subject of discussion was the report of the Interlocking Committee on the Co-ordination of Language Study for the High Schools of Illinois (printed in the Proceedings of the High School Conference at the University of Illinois in November, 1918; reprinted in part in *Hispania*, Vol. II, pp. 119 ff., May, 1919). The chairman of the committee, Prof. J. D. Fitz-Gerald, University of Illinois, presented the report; addresses were delivered by Professor W. J. Grinstead, Kentucky State Normal School, Richmond, Ky., for Latin; President J. Stanley Brown, Normal School, DeKalb, for Modern Languages; Professor D. K. Dodge, University, for English, and there followed an animated discussion, in which the chairman of the meeting and many teachers both of the classical and of the modern languages, participated. The recommendations which aroused most of the discussion concern the order in which the various languages should be taken up; the committee recommends that in every case Spanish shall be the first foreign language studied, and that it shall be begun in the first year of the high-school course, to be followed, in the case of a six-year college preparatory course, by Latin, French and German, in a four-year college-preparatory course by Latin and French, in a six-year non-preparatory course by French and German, in a four-year non-preparatory course by French. Insistence was laid in the report on the desirability of having the language curriculum uniform in all high schools, and on the necessity of devoting adequate time to language study. This latter point was tacitly assumed in the discussion, but there was practically unanimous opposition to the order suggested for taking up the various

languages; and the chairman of the committee himself, while advocating the postponement of Latin until after a modern foreign language has been begun, stated that he would have no objection to the adoption of French as the first foreign language, to be followed by Latin and Spanish. In the discussion, it was pleasant to note that teachers of the classics emphasized the importance of French, and its educational as well as its practical value; while specialists in the modern languages recognized the fundamental importance of studying Latin. No motion was put before the meeting, and no decisive action was taken, but the impossibility of putting the committee's plan into general operation was made evident; it was repeatedly suggested, however, that experiments might be tried in suitable schools, to determine the results of different forms of language curricula. It was also made evident that whatever differences of opinion they may have among themselves, all language teachers can and must stand together in resisting attempts to belittle the importance of language study and to cut down (as the Reviewing Committee of the N. E. A. is attempting to do) the already inadequate amount of time allotted to it in our schools. This is true not only from the point of view of the mental development and culture of the individual, as opposed to the mere training of his hands, but also with regard to the necessity for us as a nation to have a more intelligent knowledge of foreign nations than in the past.

Guiding Principles for a Syllabus in Modern Languages for Junior High Schools.—The New York State Examination Board is actively engaged in the work of preparing syllabi in the various subjects of the junior high school, or intermediate school. The sub-committee on modern languages is composed of Messrs. Jonas, Price, Holzwarth, and Wilkins. At a recent meeting of the sub-committee the following recommendations were formulated:

1. That the two years of foreign language work in high schools be spread over three years of the junior high school program, beginning with the seventh school year.

2. That the length and frequency of the recitation periods in foreign languages and the dignity of the subjects be on a par with the major subjects, such as English, mathematics, and science.

3. That foreign languages be an elective subject.

4. That "predetermination tests" be established as soon as possible and administered to all pupils electing or desiring to elect a foreign language in the seventh school year.

5. That the three-year Junior high school period and the two-year state examination covering it be regarded as tests of the pupil's ability to continue the study of the languages with profit;

that those who secure a bare passing mark at the end of this period be given full regents' credit and be urged to drop the subject; that those who receive a rating between 50 and 60 per cent be allowed credit to the extent of five credits instead of the customary ten credits; and that the regents' test for the elementary course be so modified, if necessary, as to serve this purpose as stated; that it be emphatically urged, however, that this three-year period be a genuine probationary period for the pupil; the language once begun should be continued throughout the entire period, except that two successive conclusive failures at the close of any one year of this period should debar the pupil from all foreign language courses.

6. That in the junior high school no pupil be permitted to begin more than one foreign language, but that he be allowed to choose between Latin and a modern language at the beginning of the seventh school year; but the choice once made should debar the pupil from all opportunity to change the language

How little anyone of us knows about the work of anyone of his colleagues! This remark is prompted by a statement of Professor Schinz in the December *Journal*, page 117, about the choice of texts in the state of New York, under the regency of the University of the State of New York, "organized on the same plan as the old University of France." The fact of the matter is, we have no list of texts, either prescribed or recommended, and have had none since 1913. It is perhaps too much to expect that Professor Schinz should have remembered that fact, although the whole subject of prescribed and recommended texts was aired by me from the same platform from which Professor Schinz spoke, in 1913, namely before the *Congrès de langue et de littérature française*, held at the College of the City of New York by the Federation of French Alliances of the United States and Canada. There I spoke at some length about the inadequacy and inadvisability of formal reading lists, about the principles that should govern the choice of suitable reading texts, etc. These basic principles became, that year, the starting point for two notable actions, to wit, the appointment of committees of teachers of the New York State Modern Language Association to canvass the whole field of reading texts, and the revision of the New York State *Syllabus in Modern Languages*. This new syllabus contains no list of prescribed or recommended texts, but does contain a detailed statement of the principles that should guide the teachers in the choice of reading matter. The new method has worked well in practice, especially since modern language teachers in the State of New York are closely organized (there are altogether ten branch associations of the state association) and have abundant opportunity to discuss texts and interchange experiences with

texts in the round-table discussions which form an important part of each program.

WILLIAM R. PRICE.

On page 138 of the December, 1919, issue of *The Journal* is to be found the following: "I do not think I could send you very interesting copy for the *Journal*. Our department of Modern Languages is the same as yours, as all departments of Modern Languages in the United States: the department of lame ducks—the rehabilitation department. When the department expanded, teachers of chemistry, Latin, stenography, English were called in to lend a hand, and when German was abolished most of the teachers of that language were given French or Spanish programs. You would not like to know any more of that pitiful condition. You hear enough of it, I suppose."

To the query, "How many of our readers will maintain that this correspondent's statements are representative?" I for one would say that merely to read the above quotation "makes my blood boil with indignation."

Any scholarly and fairminded teacher of modern languages must admit that in modern language teaching and in modern language teachers of today there is often a deplorable lack, and granting too that the rehabilitation permitted and encouraged in our modern language departments is a serious weakness, I nevertheless assert unequivocally that any "department of lame ducks" has no right to exist for a day. What possible good to the profession can the existence of so characterless a department be and on what grounds has it a right to insinuate itself upon the defenseless pupil? Our correspondent has touched something deeper than the apathetic attitude of an indifferent public that might tolerate such conditions. He has struck hard at the professional pride of many capable, faithful, American teachers all over this land of ours! I regret the untrue and therefore unkind comparison of such a department as he pictures "all departments of Modern Languages in the United States."

As a teacher of French in a large high school wherein I have seen the department of French grow from a few classes directed by two teachers to one comprising several hundred pupils requiring now five teachers (and that number perhaps insufficient), I cannot feel that we in this department are all "lame ducks"—and this in spite of some "rehabilitation" and the usual hindrances and handicaps of public school conditions!

Just here to answer Miss Whitney's query on page 142 of the same issue may further offset the "lame duck" implication.

Miss Whitney asks, "Have any of your former pupils reported as having found their work in the languages useful in their war experience, either here or abroad?"

I answer, "Yes." Various former pupils of mine engaged in war service overseas wrote me during the war and definitely told me how the French they had had was useful and helpful to them then and there. This is the experience of other teachers in our department.

FLORA CAMPBELL.

*Yonkers High School,
New York.*

The New Jersey Modern Language Teachers' Association held its eighth semi-annual meeting at Rutgers College, New Brunswick, N. J., November 1, 1919.

Dr. Thatcher Clark of the Ethical Culture School, New York, conducted a demonstration class in French composed of twenty-seven college freshmen. Keen interest was manifest on the part of the teachers present, and a prolonged and spirited discussion followed. Dr. Clark, in his theory and practice with regard to certain direct method features of his work, emphasizes the value of lively, constant and systematic chorus work, and in this chorus work lays great stress upon rhythm, repetition, liveliness, and speed, as well as on accuracy in pronunciation.

Miss Harriet E. Mann of the Westfield High School, in her paper on *Aims and Means*, dealt largely with the value of the study of French as a means of cultivating a more intelligent and beneficial appreciation of France on the part of Americans. Apart from the regular class-room study, she pointed out the value, in this respect, of correspondence between pupils of American and French schools.

Mr. L. A. Roux of the Newark Academy in his paper on *A Little Common Sense in Modern Language Teaching* sounded an emphatic note of warning against the danger of making the class-room a mere proving ground for spectacular and superficially attractive theories and hobbies. The bigoted persistence in the practice of some pet theory to the exclusion of everything else that will not fit into the scheme is folly. The language to be taught, not some pet scheme of teaching it, is the objective toward which the sensible teacher concentrates his effort.

Both papers were followed by stimulating and helpful discussion.

There are good prospects that the State Syllabus for Modern Languages, on which a committee has been at work during the past two years, will shortly be ready for publication.

The association is also inaugurating a specific program of activities, through committees, for the consideration of various problems connected with measurements in modern language work, the appointment of a state superintendent of modern language teaching and the exchange of students between French and American schools.

The Pennsylvania State Modern Language Association was organized at Philadelphia, Pa., December 30, 1919. Officers for the next year are: Prof. J. F. L. Raschen (University of Pittsburgh), President; Ellis A. Schnabel, Vice-President; W. D. Meikle, Secretary-Treasurer; Helen Faris, Librarian.

Professor C. E. Chapman, of the Spanish Department of the University of California, left December 21 for Santiago, Chile, to serve as exchange professor at the University of Chile this year.

Professor E. Buceta, of Johns Hopkins University, has joined the Spanish Department of the University of California. He takes the place of the late Professor Ramon Jaen.

The Spanish Department has begun the collection of an endowment fund for the Ramon Jaen memorial prize. Señor Manuelo Mora, the San Francisco tenor, has presented a silver cup to be given as a prize for translations from the Spanish.

Professor Alfred Coester, of New York, is coming to join the Spanish Department of Stanford University.

A number of the modern language teachers of Los Angeles united in purchasing an important collection of charts, maps, large photographs and post cards illustrating France and Spain. This interesting and thoroughly instructive material will be placed on exhibition in small groups in the modern language class-rooms of the city. As the school board is to repay the purchase price, it is proposed to put this money into a revolving fund to be used in securing other desirable modern language material whenever quick action may be necessary to secure it.

Carleton A. Wheeler, of Hollywood High School, has been appointed Supervisor of Modern Languages in Los Angeles. He has also been elected President of the Southern Section of the California State Teachers' Association.

The first regular meeting of the Chicago Chapter of the American Association of Teachers of Spanish was held in the rooms of the Board of Education, Tribune Building, on Saturday, January 10th, at 2 p. m. Mr. Carl Sundstrom, the president, presided and Mr. E. L. C. Morse was secretary.

Mr. Morse spoke on "Vitalizing the Study of Literature." Miss J. L. Marsh of the Calumet High School spoke on "Normal Schools in Argentina." Miss C. M. Brennan of the Medill High School spoke on the "Educational System of Chile."

It was voted to invite the National Association to hold its annual meeting at Chicago next December. The Chicago Chapter is growing rapidly and promises to become a large factor in standardizing the teaching of Spanish in the Middle West.

Friends of Professor Edward Prokosch, whose forced resignation from the University of Texas was mentioned some time ago

in these columns, will be glad to learn that he has been called to a professorship at Bryn Mawr College, and has already entered upon his duties there.

The thirty-fifth meeting of the Western Massachusetts group of the New England Modern Language Association was held at Springfield, December 6. Papers were given as follows: Dr. Allan L. Carter, Technical High School, Springfield, *The Outlook for Spanish*; Dr. Alexander Green, of New York City, *Legitimate Functions of a Text Book*; Professor Grace M. Bacon, Mt. Holyoke College, *The Army Educational Program*; Miss Alma de Villele, Mt. Holyoke College, *Une Francaise de l'Ancienne France*; Professor Carl F. A. Lange, Smith College, *Schiller, the Apostle of Freedom and Humanity*.

The chairman of this group is Harold Vanderbilt, of Springfield, and the secretary is Isabel M. Kagwin, of Holyoke.

Reviews

El Estudiante de Salamanca and Other Selections from Espronceda, edited by GEORGE TYLER NORTHUP. Chicago, Ginn and Co., 1919. lxviii + 150 pp.

An edition of selections from Spain's foremost romantic poet fills one of the most serious gaps in advanced texts. This edition of Espronceda will be of service in Spanish courses dealing with poetry, romanticism or modern literature. It is doubtful whether any other single work from the first half of the nineteenth century could illustrate so well Spanish literature and civilization.

Besides the *Estudiante*, the edition includes some of the best known short poems of Espronceda, the *Canción del Pirata*, the *Canto del Cosaco*, *El Mendigo*, a sonnet and *A Teresa*.

The introduction, unusually complete, discusses Espronceda's life and works, the *Estudiante de Salamanca*, bibliography and versification. The poet's life is told with some detail in an easy style. The intimate relation of Espronceda to important historical and literary movements is pointed out. This biography should stimulate interest in the long drawn out, turbulent, tragic, sordid and yet heroic events that marked the passage of Spain from the old order of the eighteenth century to modern constitutional liberty. From a vast amount of complicated material, Professor Northup has skillfully chosen the details bearing most directly on Espronceda's career, i.e., the *trienio liberal*, the invasion of Spain by the French in 1823, the formation of secret societies, the absolutism of Ferdinand VII, the expulsion of the Liberals, the amnesty granted by María Cristina, etc. It is hard to suggest improvements in such an excellent piece of work. The need for compression has perhaps obscured several passages. Thus, the identity of Escosura and Solís and the nature of their works are not immediately clear (pp. x, xi); the liberal administration (1820-1823) is somewhat vaguely sketched (pp. xiii-xv); the claim of don Carlos to the throne is not stated (p. xxiv); Espronceda's most famous fellow *emigrados* are not mentioned (p. xxiv); the exact date of Espronceda's return to Spain in 1833 is not given (p. xxiv). Professor Northup's estimate of Espronceda's character and beliefs is judicious and convincing.

Espronceda's works are briefly and ably discussed. On page xxxiv the statement is made that "Genuine world-weariness is

the outgrowth of a more complex civilization than that of Spain." In itself this statement is difficult of proof, but, applied to Espronceda, it is especially unconvincing, because Espronceda came into direct contact with life in other countries. On page xxxvii, dates of poems would be helpful. The sources of *El Estudiante de Salamanca* are traced with precision. All classes of readers will be interested in its connection with the Don Juan legend.

The bibliographical note clearly contains all important material. It is not made clear that an article on Espronceda is only a comparatively small portion of Piñeyro's *El Romanticismo en España*. Many readers would welcome references to authoritative works on Spanish history during Espronceda's life.

The admirable notes on versification are as clear as this difficult subject can be made in brief compass.

The text itself is carefully edited, according to principles laid down in the preface. The notes are well-chosen, interesting, concise and scholarly. They are textual, linguistic, metrical, historical and interpretative. The reviewer would like to see more notes on the meaning or significance of various passages, such as *El Estudiante*, lines 110-115, 132-135, 492-494, 565. Very few notes seem to need change; in *El Estudiante*, line 96, the explanation of *que* might include comment on *su*; line 459, the last sentence is hardly adequate; line 653, *vos* has occurred previously, in line 611 and elsewhere.

The vocabulary is rich in meanings, as it should be. Very few omissions of meanings (none of words) have been noted. There appears to be no satisfactory equivalent for *vislumbrar*, page 4, line 22; *duenna* for *dueña*, page 38, line 797, is not clear. No allowance is made for *u*, page 64, line 1544.

A textbook like this one gives the reviewer ample opportunity to praise and very little to censure. Typographically, the whole edition is all but flawless. Professor Northup has brought out for advanced classes one of the most happily chosen and most competently edited of Spanish texts.

JOHN VAN HORNE.

I

Spanish Selections for Sight Translation. Compiled by I. H. B. SPIERS. New York, D. C. Heath & Co., 47 pp.

The compiler tells us that the purpose of the fifty short selections is "to afford the teacher a ready means of ascertaining by occasional tests the increase in power gained by the students. For this reason the selections are carefully graded in difficulty."

One would expect a steady increase in difficulty from the beginning to the end. Yet, if number I, *El Canal de Panamá*,

is compared with number XLIX, "Una Muchacha Habladora," it would be puzzling to determine which were the more difficult for a high school student. I am inclined to think that the former would present more hard passages. Again, number IV, "Un Juguete Ingenioso," would probably baffle the ordinary student, while the extract from Castelar's "Roma," number XXXV, is comparatively simple Spanish. In short, if these selections are used for testing, the results will not be very consistent. They will be largely hit or miss.

Nevertheless most of the selections are happily chosen. I doubt very much, though, if a secondary school student would find much interest in the academic question involved in "El Espíritu del Quijote." And, again, the meaning of "El Epiflogo de la Farsa" would no doubt be over his head. It would likely be nothing to him but words. The "Máximas Militares" are evidently all translations. The compiler must have run short of material.

To my mind the selections should not serve as tests for written translation. They could be used much more profitably for sight translation and discussion in the class-room. The words are all, or nearly all, worth knowing. If properly used the book would materially increase the pupil's active vocabulary. The meanings of the new words could be explained by the teacher either in English or Spanish. A little conversation before leaving each selection would help to fix the words in the pupils' minds.

The extra expense of board covers would no doubt have been worth while. The life of the volume would be greatly lengthened. It is to be regretted that more information is not given about the origin of the selections. It is only natural curiosity to wish to know from what works the different extracts are taken.

II

Trozos Selectos.—Selected and edited with questions, exercises, outlines, notes and vocabulary by ARTURO FERNÁNDEZ and JOSEPH M. PURDIE. New York, Henry Holt & Co., 280 pp.

These selections have, for the most part, a genuine literary flavor. We find such names as Rubén Darío, Espronceda, Cervantes and Castelar. And why not? The book is not intended for beginners. After the difficulties of the rudiments have been overcome, there are plenty of easy passages in the classics which may be put before the student. Nor do I see any objection to taking necessary liberties, as the editors have done, since the book is for class-room use. Indeed they might have gone just a little farther in the process of elimination.

These selections are a good introduction to Spanish literature, an introduction that might well arouse the interest and curiosity

of the student. The brief biographical notices help to forward the same purposes. It is the right kind of food for the real student, the student who is not contented with the meager opportunity for progress afforded by the brief class-room work. The boy or girl who does not go beyond the regular assignments never gets anywhere. The class work must, of necessity, be merely suggestive, inspirational.

The few words listed at the end of each selection for more or less intensive study, seem to be taken at random and the questions are monotonous. Any teacher who cannot frame his own questions should not be teaching Spanish. Perhaps, however, the "sinister influence" of the publishers should be blamed. The composition exercises, revamps of the text, are more to the purpose. Really live suggestions for free composition, such as are found in the latter part of the book, are still better. It is a book I should like to use in my classes. I know I could arouse a good deal of interest with it and I believe it is a worthy medium for teaching Spanish effectively.

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Modern French Grammar, by PIERRE DE LA ROCHELLE. Putnam, 1919.

Every new French teaching book that appears is hailed, if not with joy, at least with great interest, as that possible model of perfection for which we are still waiting. The task is comparatively simple to put such books into their proper class, as the "French Self Taught" phrase book, the old-fashioned formal reference grammar, or finally, what we may designate as the teachable class-room conversation grammar. It is a bit disconcerting to find one which will not yield gracefully to this facile method of disposal, and which demands more careful inspection to divine its functions and purposes. Such a book is Mr. Pierre de la Rochelle's *Modern French Grammar*.

Phrase book it is emphatically not. We should search through it in vain for a restaurant dinner or for third-class tickets to Paris. But at first glance, upon seeing the pages of fine, all too fine, print, with numbered rules and notes and lists, one might jump to the conclusion that it was of the reference type.

We do not like to discourage originality in the arrangement of material; yet, for a reference grammar a very definite, formal, and logical system should be the first requisite. One should be able to refer to its sections and headings as to a dictionary, with certainty and precision. If, for instance, we wished to look up some point under adjectives, we should like to open the book to the section on adjectives and find there all possible information

on the subject. This grammar, to be sure, does treat the gender of adjectives quite thoroughly in one chapter, but it is disquieting to find the first mention of their position in the chapter on the verb "avoir," sandwiched in between the past indefinite and the past anterior, and to see their comparison inconspicuously shoved between some five hundred idioms in the pages that follow. It is more than disquieting, it is irritating, to find rules that are not written in clear, complete English sentences; to have the notes of a numbered section (such as 63) not following that section, but instead, Section 65; and one wonders why the entire verb "avoir" with all its compound tenses, is given in an early part of the book, while "être" is reserved almost for the end, though frequently used before. In fact, it is unfair to criticize the book on the basis of a reference grammar, for it is manifestly not that.

There remains the teachable class-room conversation grammar.

Mr. de la Rochelle's book is divided into four parts: I, Phonetics; II, Parts of Speech; III, Regular Verbs; IV, Irregular Verbs. About fifty pages are devoted to the first section, which includes also some helps on prosody, and an excellent alphabetical list of aspirate "h" words. It is greatly to be regretted, however, that the treatment of pronunciation is so diffuse, without being either clear or accurate in its physical directions. It seems futile to direct a person to pronounce French "u" by pronouncing "ü," with "s" before it. If he does not know how to give "ü," he is no better off than before. One must also object to a number of statements: that nasal "a" is pronounced as "an" in "want," nasal "o" as "on" in "long"; that in "r" the tip of the tongue touches the roof of the mouth, and many others. The teaching of French pronunciation to an English speaker is a difficult and delicate matter at best, and no one who respects the French language should attempt to present it without availing himself of the help of phoneticians. Mr. de la Rochelle does give with his English equivalents the phonetic symbol, but it is scarcely ever seen in use.

Parts II and III are divided into thirty lessons, each containing material for composition, oral drill, or dictation; but it is most extraordinary material. We may search through the whole book in vain for a single passage of connected French. The student is given a great many detailed rules, and then pitched headlong into solidly packed paragraphs of disconnected French idioms, each one with an English translation. They are not arranged alphabetically; they illustrate certain grammatical points, but are not grouped about any central idea; nor are they indexed. Pages 87 to 116 contain about 1,350 such idioms; a conservative estimate would give the books from four to five thousand of them. We defy any one but Mark Twain to write a

composition containing the following expressions: "une colère bleue; des femmes aigres; un enfant nouvellement né; nouveaux mariés; une blessure au visage; vous avez l'air malade; avez-vous mal aux yeux? le cheval noir; hôtel incendié; il est sourd comme un pot.

No matter in what school of method we stand, the modern trend of language teaching has made us expect definite things of a teachable class-room book. We expect greater simplicity in the presentation of grammatical material, less formalism, more concrete conversational reading matter, and, above all, certain practical helps for pronunciation, with simple but accurate directions for the production of sounds from a physical standpoint. Without these no book is adequate.

In fact, we fear that the last classification will not fit the book; we must remove the words "teachable," "conversation," and "class-room." There remains a grammar, a Modern French Grammar, or perhaps more fittingly, a cubist French Grammar. But those of us who cling to a more conservative form of art must look further for something to suit our needs.

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Errata in *Beginners' French*. Walter-Ballard Series. Scribners. 3rd edition.

Beginners' French contains in its third edition, errors, inaccuracies, and loose statements, which could hardly be overlooked even in a first edition. One is at a loss to understand how such mistakes as those cited below could have been allowed to stand:

P. 48. "Marcel est l'oncle d'Elvire et Gaston." The repetition of *de* is absolutely necessary in French.

P. 62. "Où demeure votre frère et votre sœur?" A plural subject and a singular verb!

P. 172, Questionnaire, n. 9, "au devant" is evidently meant for "vers." The two words are not synonymous in French.

P. 142. "Nul de mes cousins n'est arrivé." *Nul* is given in this sentence as equivalent to *aucun* and *pas un*. *Nul* should never be used in a partitive construction. As there are no exercises on those pronouns there is little danger that pupils will have this error fixed in their minds, but that does not prevent the error from existing.

P. 158. A photograph is referred to in Leçon LV, l. 4, as "un vieux tableau," as if "tableau" and picture in the English sense were interchangeable.

P. 126. "Vous voyez une colonne classique." Although not an error in French this is a mistake in architecture. The object

referred to in the illustration is neither a "colonne" nor is it "classique." As a matter of fact it is a decorated door-case, *chambranle*, in the shape of a *pilastre* of nondescript class.

Several statements are incongruous. On p. 38 we read: "*voici* and *voilà* are used in reference to objects in plain sight. How does that statement justify sentences like "*voici mon idée*" or "*le voilà disparu*"?

The lesson on possessive pronouns is poorly illustrated and shows an inadequate understanding of the subject. The idea of ownership is here confused with the distinction of ownership. On p. 59 we find the following: "Jean et Jacques Pasteur, vous avez un professeur, c'est *le vôtre*." On p. 60, "Le professeur d'allemand et son épouse Mme. Sprache demeurent 10, rue Charles. Ils ont trois filles. Ce sont *les leurs*." These examples do not explain the possessive pronoun nor are they grammatically correct. The use of the possessive pronoun precludes the mention of the different owners.

The explanation of the passive voice is incorrect. On p. 70 we read the following three sentences: "Le livre est vendu. a. Le livre se vend. b. On vend le livre." These phrases are given as equivalents and furthermore the pupil is recommended to use the *a* and *b* forms in preference to "Le livre est vendu." Accordingly, it would be correct to say: "la salle se ferme, on ferme la salle," instead of "la salle est fermée." As a matter of fact the three sentences given as synonymous are far from being so.

It would have been desirable that an explanation be given for the use and the omission of the definite article before the days of the week. On p. 94 we find: "En français lundi est le premier jour de la semaine. Quel jour suit le vendredi? Quel jour vient après lundi? Quelles classes avez-vous vendredi?"

On p. 150 we read: "After *si*, if, the present tense is used if the principle clause has the future." But what if the principle clause does not have the future? How justify "Expliquez-moi cela, s'il vous plaît"? Ce n'est pas ma faute si elle ne sait pas sa leçon?"

P. 137. "Une laitière ayant sur *sa* tête un pot plein de lait" is followed by the question: "Qu'est-ce que la laitière a sur *la* tête?" Some explanation should be given for the use of the article in one place and the possessive adjective in the other.

On the same page "J'aurai *de quoi* acheter" is passed on without comment, but on page 146 we are told that "*quoi*," as a relative pronoun, is used rarely and indefinitely.

On p. 216, drill 2, no instruction is given for the position of adverbs in compound sentences, although several sentences in the exercise call for such instruction.

Nowhere are we told that *monter*, *tomber*, and *descendre* take the auxiliary, *être*, when used intransitively and *avoir* when

transitive. And still the student is asked to change the following sentence into the passé indéfini: "Je descendais l'escalier," with this caution: "with *descendre* use *être* here" (on p. 91, II). The same verb is given on p. 52, 5, as being conjugated like *prendre*, and the student is directed to the page in a summary of verbs where *prendre* is conjugated.

It is to be regretted that nowhere in the book do we find irregular present subjunctives printed in full. In the verb tables at the end of the book, p. 201, the first person of irregular present subjunctives is given, but what is the student expected to do when he comes to the plural of *aille*, *meure*, *veuille*, and other such forms? After all this is a beginners' book.

A few remarks concerning pronunciation. In a volume based on the use of phonetic symbols one ought not to find statements like the following: "*S* sounds like *z*," or "*c* is soft." There is no explanation of the word *accent*, to differentiate it from the English meaning. The statement, p. xxiv, note 2, "*S* of *mais* is not linked as a rule" requires elaboration. There is at least one rule regarding *mais* and *oui* which might be stated here.

On p. 111 all the names of the months are given in phonetic transcription except "octobre, novembre, décembre," which are particularly apt to be mispronounced on account of their resemblance to their English equivalents.

On pp. 194-195, verb paradigms, only the singular forms of the verbs are given in phonetic transcription; but there is no phonetic spelling for the plural in forms like *achetons*, *devons*, *faisons*, *jetons*, where it is just as important to get the correct sound, especially in the case of the sound [ə].

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